INDEX TO VOLUME 23

A

Accreditation: ADR services and, 383–384; characteristics of, 383–384; high-hurdles/high-maintenance model for, 386; high-hurdles/low-maintenance model for, 386; incorporating ODR accreditation and, 390–393; initial selection standards and, 385; low-hurdles/high-maintenance model for, 386; low-hurdles/low-maintenance model for, 386; maintaining quality practice standards and, 385; models for, 384–387; opposers of, 384; supporters of, 384. *See also* Online dispute resolution practitioner accreditation

"Accreditation of On-line Dispute Resolution Practitioners," 383–404

Alternative dispute resolution practitioner accreditation, 383–384. *See also* Accreditation

Adult learning theory (ALT): alternative dispute resolution and, 132; Dewey's contributions to, 190–192; educational approaches of, 132; Freire's contributions to, 193–196; guidelines for effective training for adults and, 132–133; Montessori's contributions and, 186–190. *See also* Conflict resolution education

African dispute resolution: development of harmony models and, 285; harmony ideology and, 283–284; idealization of, 284. *See also* The Gambia, West Africa, mediation project

Alternative dispute resolution (ADR): assessment and, 133–134; call to action for, 137; certification/licensure and, 133; court system and, 289–292; disenfranchisement of weak disputants and, 282–283; harmony ideology and, 283–286; human betterment and, 293; ineffectiveness of, 347; legal concerns and, 346; on-line dispute resolution and, 366; one-text framework for, 373; power critique of, 281–283; practitioner skills/knowledge/ethics and, 348, 353–354, 356; reflective practitioner approach and, 133; standards for, 347–348. *See also* Conflict resolution; Mediation; On-line dispute resolution (ODR), and ADR services

Analogical encoding, in negotiation, 189–190

Andragogy, theory of, 132, 209–210

Anthropology, conflict transformation and, 293

Arbitration, mediation sanctions and, 49–50

Articles: "Dialogue and Discourse of Peacebuilding in Maluku, Indonesia," 409–428; "Conflict Resolution in a Non-Western Context: Conversations with Indonesian Scholars and Practitioners," 427–446; "Conflict Coaching: Advancing the Conflict Resolution Field by Developing an Individual Disputant Process," 517–528; "Getting the Best of Both Worlds: Making Partnerships Between Court and Community ADR Programs Exemplary," 71–85; "Harmony, Peacemaking, Power: Controlling Processes and African Mediation," 281–299; "Managing Conflict During an Organizational Acquisition," 317–331; "Mediation with a Focus on Discursive Positioning," 501–515; "The Murky World of Mediation Ethics: Neutrality, Impartiality, and Conflict of Interest in State Codes of Conduct," 165–183; "Reconciliation Through Integration? An Examination of South Africa's Reconciliation Process in Racially Integration High Schools," 25–41; "A Reflection on Unintended Consequence of Workplace Mediation," 43–51; "Separation, Domestic Violence, and

Divorce Mediation," 461–485; "Seven-Phase Model of Conflict: Practical Applications for Conflict Mediators and Leaders," 487–499; "Strengthening Women's Contributions to Sustainable Peace: The Benefits of Flexibility," 53–70; "Taking the Footing of a Neutral Mediator," 301–315; "Unlocking the Learning Potential in Peer Mediation: An Evaluation of Peer Mediator Modeling and Disputant Learning," 141–164; "Using Disputants' Metaphors in Mediation," 5–23
Asia. *See* Global South
Assessment: feedback for mediators and, 240, 253; inadequacy of tools for, 239–240; mediation standards and, 240; of mediators, 239–240; self-assessment and, 240–241, 250–253. *See also* Training assessment
Assistencialism, 195
Attention, modeling and, 142–143

B

Banking mode, of education, 194–195
Bargaining range, 48
Belair, F., "A Reflection on Unintended Consequence of Workplace Mediation," 43–51
"Beyond Basic Training: A Model for Developing Mediator Competence," 237–257
Bill and Melinda Gates Foundation, 57
Bingham, L. B., "The Knowledge Gaps Study: Unfinished Work, Open Questions," 99–122
Birkin, S. J., "Managing Conflict During an Organizational Acquisition," 317–331
Bornstein, J., "Accreditation of On-line Dispute Resolution Practitioners," 383–404
Brinkert, R., "Conflict Coaching: Advancing the Conflict Resolution Field by Developing an Individual Disputant Process," 517–528
Bush, R.A.B., "The Knowledge Gaps Study: Unfinished Work, Open Questions," 99–122; "A Response to Gaynier's 'Transformative Mediation: In Search of a Theory of Practice,'" 123–127
Byrne, S., "A Reflection on Unintended Consequence of Workplace Mediation," 43–51

C

Calculus-based trust (CBT), 364
Cassinerio, C., "Changing School Climate One Mediator at a Time: Year-One Analysis of a School-Based Mediation Program," 447–460
Center for Analysis of Alternative Dispute Resolution Systems (CAADRS), 76, 82
Center for Conflict Resolution (CCR), 76
Center for Research on Intergroup Relations and Conflict Resolution (CERIC), 427, 439–442
Change. *See* Organizational change
"Changing School Climate One Mediator at a Time: Year-One Analysis of a School-Based Mediation Program," 447–460
Character education, peer mediation and, 450–451
Charkoudian, L., "A Qualitative Analysis of the Effectiveness of Community Mediation in Decreasing Repeat Police Calls for Service," 87–98
Churches, conflict in: drawbacks of, 487; frame of irony and, 488–490; mediation and, 496–498; multistage model and, 491; spiral of silence and, 490; three-pillar model and, 490–491; worldview and, 488–490. *See also* Conflict resolution training, in religious sector; Seven-phase model of conflict
Cobb, T. D., "Linking Theory to Practice: A Theory of Change Model of the Natural Resources Leadership Institute," 203–223
Codes of ethics. *See* Mediator codes of conduct
Cohen, C. F., "Managing Conflict During an Organizational Acquisition," 317–331
Cohen, M. E., "Managing Conflict During an Organizational Acquisition," 317–331
Collaborative problem solving (CPS), 260. *See also* Collaborative problem-solving training, and theory/research (study)
Collaborative problem-solving training, and theory/research (study): background, 259–261; didactic presentation of theory and, 264–265; going to essence in training and, 269–270; interviews,

261–262; language complexity and, 271–272; methodology, 261–262; other training influences and, 270–271; participants' perspectives on theory and, 263–264; participants' view of theory-practice relationship and, 264; participants, 261; purpose, 260–262; recommendations, 273–274; results, 262–273; significance of audience and, 267; storytelling/case studies and, 265–266; summarizing training information and, 272; tacit knowledge and, 260–261; theory as interpretive template and, 266; trainee needs and, 267–270; trainee resistance to theory and, 268–269; trainer challenges and, 271–273; trainer use of theory and, 264–270; translatability of training information and, 272–273; variables, 262
Colloquy: "Accreditation of On-line Dispute Resolution Practitioners," 383–404; "Beyond Basic Training: A Model for Developing Mediator Competence," 237–257; "Creating Awareness of the Spiritual Dimensions of Conflict Resolution by Contemplating Organizational Culture," 225–256; "Dialogue and Democracy, Community and Capacity: Lessons for Conflict Resolution Education from Montessori, Dewey, and Freire," 185–202; "The Human Face of On-line Dispute Resolution," 333–342; "Keeping Pace: On-line Technology and ADR Services," 343–357; "Linking Theory to Practice: A Theory of Change Model of the Natural Resources Leadership Institute," 203–223; "Mediating in Your Pajamas: The Benefits and Challenges for ODR Practitioners," 359–369; "Transforming Landscapes: Forging New ODR Systems with a Human Face," 371–382; "What Theory? How Collaborative Problem-Solving Trainers Use Theory and Research in Training and Teaching," 259–276
Community mediation: model, 77–78; NAFCM objectives of, 72. *See also* Community mediation, and police calls for service (study)
Community mediation, and police calls for service (study): Baltimore Community Mediation Program and, 89; cost outcomes and, 87; discussion, 94–96; inadequacy of police intervention and, 88–90; mediation impact and, 94; mediation vs. service call costs and, 97; methods, 90–93; neutrality issues and, 88; public policy recommendations and, 97; results, 93–94; sample, 89; selection bias and, 93; service time/costs and, 88; time and cost analysis and, 96–97. *See also* Community mediation, and police calls for service (study)
Community mediation centers (CMCs): Community Mediation Model and, 77–78; funding and, 77–79; goals of, 72; maintaining integrity and identity, 76. *See also* Court–community mediation center partnerships
Community Mediation Model, 77–78
Conceptual metaphor, in mediation: conceptual metaphor theory and, 7, 10, 16, 21–22; conflict resolution theory and, 6; correspondence mapping and, 11–12, 15; disputes and, 6; entailments and, 15–16; generic-level structure and, 13, 16–17; inference patterns and, 12, 15–16; mediator awareness of, 8–9, 18, 21; mediator extension/cocreation of, 18–21; mediator influence on, 5–6; mediator response to client, 9; multiple, 14–16; practice implications for, 21–22; source domain examples of, 9–10; studies on, 5; target and source domains and, 8. *See also* Metaphor; Operating metaphor
Confidentiality, unintended consequences of, 48
Conflict: anthropological perspective and, 293; as cyclical and predictable, 491; frame of irony and, 488–489; narrative mediation and, 511–512; as normal consequence of life, 317; organizational change and, 317; positioning theory and, 507–508; three-pillar model of, 490–491; worldview and, 487–488. *See also* Churches, conflict in; Seven-phase model of conflict
Conflict coaching: access issues and, 526; conflict resolution and, 520–521, 526–527; conflict theory/research and, 527; definition of, 517–518; executive coaching and, 518–520; future use of,

525–526; literature on, 521; mediation and, 507; organizational use of, 521, 525; origins of, 520–521; training and, 521. *See also* Conflict coaching model
Conflict coaching model: coach directiveness and, 524–525; conflict theory/research and, 524–525; contingent approach to conflict and, 524; disputant's point of view and, 524–525; experience/approach of coach in, 524; indirect clients and, 523; stage 1: listening for story and setting, 522; stage 2: inviting multiple perspectives, 522; stage 3: clarifying the intentional story, 522; stage 4: offering opportunities for living the story, 523; stage 5: facilitating story review and (re)direction, 523; underlying assumptions of, 523–525
"Conflict Coaching: Advancing the Conflict Resolution Field by Developing an Individual Disputant Process," 517–528
Conflict management, during organizational acquisition (study): background, 317–318; conclusion, 352–326; cultural changes and, 323–324; culture of acquired organization and, 323–324; discussion, 325–330; economic issues and, 320–321; emotional reactions and, 324–325; employee survey and, 326–327; factors for successful transition and, 328–329; fear/uncertainty and, 324–326; findings, 320–325; follow-up study and, 328; future research and, 329; human factors in acquisitions/mergers and, 318; methodology, 319–320; organizational culture change and, 323+324, 327–328; organizational processes and, 322; organizational resources and, 321; power issues and, 322–323; practice implications and, 329; pressure to perform and, 325; research questions, 319; respect for acquiree and, 325, 327; role of communication and, 326–328; role of leadership and, 322–323, 327–328; training implications and, 329; understanding factors in conflict and, 330; work processes change and, 326
Conflict of interest. *See* Mediator equidistance
Conflict resolution (CR): African societies and, 283–285; anthropology and, 292–293; benefits of, 294; conflict coaching and, 520–521; cross-cultural view of, 283–286; flexibility and, 53–54; harmony ideology and, 281; importance of shared knowledge in, 122; learning theory and, 132; means-ends issue and, 186; power critique of, 281–283; power imbalances and, 294; problem-solving-for-one model of, 520; social cohesion and, 283; training and scholarship and, 129–130. *See also* Alternative dispute resolution (ADR); Conflict resolution education (CRE); Conflict resolution training, in religious sector; Conflict transformation; Knowledge Gaps Study, on conflict resolution; Mediation
Conflict resolution education (CRE): analogical encoding and, 189–190; applications of theory to practice in, 196–199; assistencialism and, 195; authority sharing in, 189; banking model of, 194–195; capacity building and, 195–196; community and democracy in, 190–191; contextual influences and, 192; continuity and interaction and, 191; cooperative learning and, 434–435; creating a conducive environment and, 187; decentering the teacher and, 188–189; Dewey's contributions to, 190–192; dialogue and, 193–194; experience and education in, 191–192; Freire's contributions to, 193–196; generating norms through consensus and, 196–197; goal of, 186; group learning processes and, 197–198; individualism vs. collectivism and, 431–432; jigsaw classroom model and, 197–198; means-ends debate and, 186; Montessori's contributions and, 186–190; partnering and, 435; problem-posing education and, 194; progressive skill development and, 189–190; relevance and instrumentalism and, 192; reverse jigsaw classroom model and, 198; Rifkin's feminist perspective and, 188–189; tenets of, 430–431; transparency and, 198–199; as value-laden process, 430. *See also* Adult learning theory; Indonesia, conflict resolution education and

"Conflict Resolution in a Non-Western Context: Conversations with Indonesian Scholars and Practitioners," 427–446
Conflict resolution theory, metaphor and, 6
Conflict resolution training, in religious sector: bearing witness and, 230–231; challenges of, 225; confidentiality/privacy and, 232; discussion of rituals and, 229–230; discussion of values and, 228–229; dissimilar congregations and, 233; finding commonality and, 228–231; goals of, 234; organizational culture and, 233–234; role of community in, 231–232; role of tradition and, 233; trainer role and, 232; training design/delivery and, 232–234. *See also* Churches, conflict in
Conflict transformation: defined, 373; online dispute resolution and, 373–374, 378. *See also* Conflict resolution (CR)
Conjugal separation, and violence against women: alcohol and, 467; community-based programs and, 466; control- vs. conflict-motivated violence and, 464, 466–467, 469; control-based typology and, 463–464; emotional abuse and, 464, 467; gender differences and, 464; interventions for, 465–467; lethal violence and, 480; male batterer typology and, 465; male partner violence and, 465; marital power relations and, 480; Partner Violence Screen and, 466–467; patriarchal terrorism and, 463–464; risk markers and, 467; separation assault and, 462–463, 465; situational couple violence and, 463; threat of separation and, 464–465; women's recommendations on, 480. *See also* Domestic violence; Domestic violence, and divorce mediation (study); Violence, against women
Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW), 55
Conversational footing: animating collective perspective and (examples), 306–308, 313; managing mediation process and (examples), 308–309, 313; mediator neutrality and, 303, 312–313; presenting judge's perspective and (examples), 309–312, 313. *See also* Mediator neutrality, conversational footing and (study)
Cooperative learning (CL), CRE and, 434–435
Correspondence mapping, metaphoric, 11–12
Court–community mediation center partnerships: access-to-justice concerns and, 73; additional benefits of, 83–84; analysis of exemplary, 77–82; areas of concern and, 77; assimilative approach to, 75; autonomous approach to, 75; Chicago Center for Conflict Resolution, 80, 82–83; coerced participation and, 80; collaboration and, 76, 82; Community Mediation Model and, 77–78; dependence on funding and, 77–79; diversity and, 81; governance structure and, 77, 81–82; integrity and identity and, 76; loss of autonomy and, 79; loss of community focus and, 81; definition of "exemplary" and, 76–77; differing goals and, 72; framework for evaluation of, 75; independence and, 72; keys to success of, 84; legislative abuses and, 73; Maryland Mediation and Conflict Resolution Office and, 77, 82–83; misunderstanding of legal status and, 80–81; reasons for, 73–74; right to decline cases and, 79; San Mateo County Multi-Option ADR Project and, 76, 78–79, 81–83; synergistic approach to, 75; ways to go wrong and, 82–83
Court system: alternative dispute resolution and, 71–73; colonialism and, 290; disenfranchisement of weak disputants and, 290; drawbacks of, 289–290; goals of, 72; harm vs. harmony models, 289; power imbalances and, 290
"Creating Awareness of the Spiritual Dimensions of Conflict Resolution by Contemplating Organizational Culture," 225–256

D

Davidheiser, M., "Harmony, Peacemaking, Power: Controlling Processes and African Mediation," 281–299
Davis, S. L., "Seven-Phase Model of Conflict: Practical Applications for

Conflict Mediators and Leaders," 487–499
Democracy, in the classroom, 190
Dialogue: assumptions and, 422; Buber's vision of, 413; community and, 410; definition of, 413; identity and, 422; intention and, 422; Interfaith Peacebuilding Institute and, 413–414; possibility and, 422; principles and, 422; reconciliation and, 409–410; talking vs. doing and, 410; transcendent, 413; transformative, 410. *See also* Discourse
"Dialogue and Democracy, Community and Capacity: Lessons for Conflict Resolution Education from Montessori, Dewey, and Freire," 185–202
"Dialogue and Discourse of Peacebuilding in Maluku, Indonesia," 409–28
Discourse: Buber's view of, 413; cultural assumptions and, 503; Foucault's definition of, 502–503; mediator authority and, 503–504; positioning theory and, 506; power relations and, 503–504; social constructionism and, 502–504; transcendent, 413. *See also* Dialogue
Discursive positioning, 506–507, 512
Dispute resolution. *See* Alternative dispute resolution (ADR); Conflict resolution
Divorce mediation: domestic violence and, 286; The Gambia project and, 286–288; gender bias and, 286; male partner violence and, 478. *See also* Domestic violence, and divorce mediation (study)
Domestic violence: mediation and, 286; training requirements and, 461. *See also* Domestic violence, and divorce mediation (study); Violence, against women
Domestic violence, and divorce mediation (study): objectives of, 461–462; conjugal separation and violence against women, 462–468; control- vs. conflict-motivated violence and, 464, 466–467, 472–473; discussion, 479–481; DOVE (Domestic Violence Evaluation) instrument and, 462, 468–469, 478, 480; emotional abuse and, 464, 467, 471; findings, 470–478; generalizability of results and, 479–480; lethal violence and, 480; male partner violence and, 465, 478–480; marital power relations and, 480; measurement, 468–469; method, 468–470; phases of, 461–462; pre- and post-separation violence and, 466, 470–471, 473–476, 479; predictors of, 473–479; recommendations, 480–481; sample, 469–470, 479; separation assault and, 462–463, 465, 471–472; study design, 468. *See also* Conjugal separation, and violence against women
DOVE (Domestic Violence Evaluation), 462, 468–469, 478, 480
du Toit, S. F., "Reconciliation Through Integration? An Examination of South Africa's Reconciliation Process in Racially Integration High Schools," 25–41
Dukes, E. F., "Linking Theory to Practice: A Theory of Change Model of the Natural Resources Leadership Institute," 203–223

E

Ellerbrock, M., "Linking Theory to Practice: A Theory of Change Model of the Natural Resources Leadership Institute," 203–223
Ellis, D., "Separation, Domestic Violence, and Divorce Mediation," 461–485
"'Emperor's Knew Clothes': What We Don't Know Will Hurt Us, The," 129–139
Empowerment, of client, ODR practitioners and, 362
Entitlement, 508–510
Equidistance. *See* Mediator conflict of interest; Mediator equidistance
Event structure, metaphoric, 13
Executive coaching, 518–520

F

Faith-based organizations. *See* Religious organizations
Federal Mediation and Conciliation Service (FMCS), 387, 394–395
Flexibility: conflict resolution and, 53–54; Women's Leadership Program and, 57, 59–60
Flexible relationships, 54
Folger, J., "A Response to Gaynier's 'Transformative Mediation: In Search of a Theory of Practice,'" 123–127
Footing. *See* Conversational footing

Foux-Levy, Y., "Beyond Basic Training: A Model for Developing Mediator Competence," 237–257
Frame of irony, 488–489
Framework for ADR Standards, A, 347, 356
Framing, CRE and, 437

G

The Gambia, West Africa, mediation project: court system and, 289–291; disenfranchisement of weak disputants and, 287–289; gender bias and, 286–287; group mediation and, 289; harmony ideology and, 281; ideas of rights/justice and, 287, 291; interpersonal relationships and, 291; marital/divorce mediation and, 286; mediator neutrality and, 287–288; ongoing dialogue and, 292; participant satisfaction and, 291–power imbalances and, 288; women and, 286–287
Garfield, M. J., "Managing Conflict During an Organizational Acquisition," 317–331
Generic-level structure, metaphoric, 12–14
"Getting the Best of Both Worlds: Making Partnerships Between Court and Community ADR Programs Exemplary," 71–85
Guiding metaphor, 5. *See also* Conceptual metaphor, in mediation

H

Hale, C. L., "Conflict Resolution in a Non-Western Context: Conversations with Indonesian Scholars and Practitioners," 427–446
"Harmony, Peacemaking, Power: Controlling Processes and African Mediation," 281–299
Harmony ideology: cross-cultural view of, 283–286; ideas of rights/justice and, 287; mediation and, 281; Pacific Basin cultures and, 284; as Western power grab, 284
Harris, R. D., "Unlocking the Learning Potential in Peer Mediation: An Evaluation of Peer Mediator Modeling and Disputant Learning," 141–164
Hattotuwa, S., "Transforming Landscapes: Forging New ODR Systems with a Human Face," 371–382
Hedeen, T., "Dialogue and Democracy, Community and Capacity: Lessons for Conflict Resolution Education from Montessori, Dewey, and Freire," 185–202
Heisterkamp, B. L., "Taking the Footing of a Neutral Mediator," 301–315
Hewlett Foundation, 1, 99, 100
Hong Kong International Arbitration Centre (HKIAC), 387, 394, 396
Hoole, E. R., "Seven-Phase Model of Conflict: Practical Applications for Conflict Mediators and Leaders," 487–499
"Human Face of On-line Dispute Resolution, The," 333–342

I

Identification-based trust (IBT), 364
Impartiality. *See* Mediator impartiality
Indonesia, conflict resolution education in: bullying/student conflict and, 435–436; Center for Research on Intergroup Relations and Conflict Resolution and, 427, 439–442; consensual agreement and, 432; cooperative learning and, 434–435, 443; CRE potential and, 443–444; CRE workshops for educators and, 434–439, 443; CRE workshops for professors/community leaders and, 439–442, 443–444; dissemination methods and, 437–438; ethnography and, 440; framing and, 437; individualism vs. collectivism and, 431–432; Indonesia culture/values and, 430–433; internally displaced persons and, 428, 442; intractable conflict and, 440–441; introducing conflict resolution and, 433–442; mediator role and, 432; noncoercive classroom management and, 436–437, 443; paralingual stances and, 433; partnering and, 435; peer mediation and, 438–439, 443; post-Soeharto conflict and, 428–430; power issues and, 432–433; religious and nonreligious violence and, 428–429; USDOS grant funding for, 427, 442; Western conflict management experts and, 430. *See also* Interfaith Peacebuilding Institute, in Maluku, Indonesia

Inference patterns, metaphoric, 12
Inflated sanctions, of mediation: bargaining range and, 48; case screening and, 49; confidentiality and, 48; definition of, 44; education and training and, 49; factors precipitating, 47–48; factors predisposing to, 45–47; inadequate guidelines and, 47; informality of mediation process and, 47–48; referral to arbitration and, 49–50; relational disputes and, 46; strategic design considerations and, 50–51; systems for mitigating, 48–50; two-step model of, 45
Institute for Social Transformation, 412
Interest-based model of mediation: critiques of, 501, 508–509; entitlement and, 508–510. *See also* Constructionist model of mediation
Interfaith Peacebuilding Institute, in Maluku, Indonesia: accomplishments of, 415–419; *adat* system and, 411, 419; community restoration and, 416–418; dialogue and, 409–410, 414, 417; dialogue activities and, 409–410, 414; dialogue design team and, 413–414; facilitating dialogue and, 413–415; forms of governance and, 417, 421; goals of, 412–413; government support and, 417; honoring tradition and, 419; Institute for Social Transformation and, 412; International Catholic Migration Commission (ICMC) and, 411–412, 423; leadership and, 417; lessons learned and, 423–425; new interaction patterns and, 415–421; participant reflection process and, 419–420; *pela* system and, 410–411, 419, 422; Public Dialogue Consortium and, 412; reconciliation and recovery in, 409–410, 416; rediscovering dialogue and, 419–421; relationship transformation and, 418–419; research component and, 414; sharing religious values and, 418; socialization and, 417–418; strength through difference and, 418; talking about difference and, 422–423; transcendent discourse and, 422; types of data and, 414–415; unity and, 421
International Catholic Migration Commission (ICMC), 4411–412, 423
International development: challenges for, 59–62; definition of, 54; dimensions of violence and, 55, 68; donor agencies and, 54–55; donors and, 68; funding and, 54; human rights principles and, 55; leadership-building programs and, 54–55; nongovernment organizations and, 68; peace-building programs and, 54–55; women's leadership and, 55; women's political/economic influence and, 54–55. *See also* Women's Leadership Program
Israel, mediator training in. *See* Mediator training, practical model of (study)

J

Jigsaw model, 197–198
Jones, T. S., "'The Emperor's Knew Clothes': What We Don't Know Will Hurt Us," 129–139

K

"Keeping Pace: On-line Technology and ADR Services," 343–357
Kent, J. C., "Getting the Best of Both Worlds: Making Partnerships Between Court and Community ADR Programs Exemplary," 71–85
Kimsey, W. D., "Seven-Phase Model of Conflict: Practical Applications for Conflict Mediators and Leaders," 487–499
Kirkpatrick's levels of assessment, 135
Knowledge Gaps Study, on conflict resolution: categories of gaps and, 100–121; conclusions, 121–122; definition of "knowledge" and, 100; documentation of systemic impacts and, 107–109; education and pedagogy and, 115–117; export and import and, 117–119; institutionalization and cooptation and, 109–111; internal linkage and, 102–104; knowledge transfer and, 101–102; methodology, 100; practice improvement and, 111–112; purpose, 99; research methodology and, 112–115; Theory Centers conference insights on, 102–104, 106–121; utilization and persuasion and, 105–107
"Knowledge Gaps Study: Unfinished Work, Open Questions, The," 99–122

L

Lane-Garon, P. S., "Changing School Climate One Mediator at a Time: Year-One Analysis of a School-Based Mediation Program," 447–460
Language: mediation and, 506; positioning theory and, 504–507; social constructivism and, 502. *See also* Discourse
Larson, M. J., "Strengthening Women's Contributions to Sustainable Peace: The Benefits of Flexibility," 53–70
Leadership. *See* Women's Leadership Program
Learning theory: Bandura's social cognitive approach, 142; modeling and, 142–143; observational learning and, 142. *See also* Adult learning theory (ALT); Learning theory, by individual theorist
Lichtenstein, M., "Creating Awareness of the Spiritual Dimensions of Conflict Resolution by Contemplating Organizational Culture," 225–256
Lieberman, E., "Beyond Basic Training: A Model for Developing Mediator Competence," 237–257
"Linking Theory to Practice: A Theroy of Change Model of the Natural Resources Leadership Institute," 203–223
Littlejohn, S., "Dialogue and Discourse of Peacebuilding in Maluku, Indonesia," 409–28
Lowry, C., "Dialogue and Discourse of Peacebuilding in Maluku, Indonesia," 409–28

M

McCorkle, S., "The Murky World of Mediation Ethics: Neutrality, Impartiality, and Conflict of Interest in State Codes of Conduct," 165–183
Macfarlane, J., "What Theory? How Collaborative Problem-Solving Trainers Use Theory and Research in Training and Teaching," 259–276
McKinney, B. C., "Seven-Phase Model of Conflict: Practical Applications for Conflict Mediators and Leaders," 487–499
Male partner violence: divorce mediation and, 478; male batterer typology and, 465; safety plan interventions and, 478. *See also* Domestic violence
Maluku (Indonesia) conflict: alliance system and, 410–411; International Catholic Migration Commission role and, 411–412; Malino Peace Agreement and, 411; origins of, 410; security during, 411. *See also* Interfaith Peacebuilding Institute, in Maluku, Indonesia
"Managing Conflict During an Organizational Acquisition," 317–331
Material power, 62
Mayer, B., "What Theory? How Collaborative Problem-Solving Trainers Use Theory and Research in Training and Teaching," 259–276
Mediate.com, 387, 394–395
"Mediating in Your Pajamas: The Benefits and Challenges for ODR Practitioners," 359–369
Mediation: confidentiality and, 48; disenfranchisement of weak disputants and, 291; harmony ideology and, 281; ideas of justice and, 287, 291; inflation in workplace situations and, 50; power critique of, 281–283. *See also* Alternative dispute resolution (ADR); Conceptual metaphor, in mediation; Conflict resolution; Inflated sanctions, of mediation; Mediation models; Narrative mediation; Transformative mediation
Mediation codes of conduct, comparison of (study): conclusion, 182; cultural considerations and, 182; 167–170; discussion/implications, 181–182; mediator conflict of interest, 166–167, 176–177; mediator dual role relationships and, 178–182; mediator equidistance and, 166–167; mediator impartiality and, 166–167, 172–176, 181; mediator neutrality and, 166–167, 171, 181; method, 167–170; research question, 165; results, 171–181
Mediation models: critiques of, 501; cultural issues and, 501–502; power issues and, 502; problem-solving, 501. *See also* Constructionist model of mediation; Interest-based model of mediation
"Mediation with a Focus on Discursive Positioning," 501–515

Mediator conflict of interest: information disclosure and, 177; mediator codes of ethics and, 166–167, 176–177
Mediator dual role relationships: defined, 178; giving advice during mediation and, 179–180; after mediation, 178–179; during mediation, 178; postmediation relationships and, 178; shifting to other ADR roles during mediation and, 180–181
Mediator equidistance, 166
Mediator impartiality: breach of, 175; components of, 175–176; defined, 166, 172, 302; and mediator neutrality, 302, 313; mediator codes of ethics and, 166–167, 172–176, 181; mediator neutrality and, 171. *See also* Mediator neutrality
Mediator Mentors program, 450–455, 458. *See also* Peer mediation, school-based program (study)
Mediator neutrality: aspects of, 302–303; authentic behavioral manifestation of, 252–253; challenges to, 301; cognitive dissonance theory and, 253; continuum of, 302–303; conversational footing and, 303, 312–314; defined, 166, 171; defining, 302; developing alternative story and, 252; dispute content and, 302; empathy and, 252–253; inefficient use of empowerment and, 251–252; as interactive process, 313–314; mediation success and, 301; mediator codes of ethics and, 166–167, 171, 181; mediator impartiality and, 171, 302, 313; mediator perception of role and, 302; mediator self-monitoring and, 302; mediator view of, 252; as myth, 301; necessity for, 302; personality traits and, 251; power imbalances and, 282–283. See also Mediator impartiality; Mediator neutrality, conversational footing and (study)
Mediator neutrality, conversational footing and (study): animating collective perspective and (examples), 306–308, 313; background, 301–303; conversational footing and, 305–306; data, 304; discussion, 312–314; findings, 313–314; managing process and (examples), 308–309, 313; presenting judge's perspective and (examples), 309–313; mediator uses of footing and (examples), 306–312; method, 303–312; participants, 304–305; purpose, 303; study limitations, 314
Mediator training: basic requirements for, 239 defining/improving professionalism and, mapping skills assessment model of, 238; metaphor and, 6, 21; need for, 238; professional organizations and, 239; stages in, 238–239; standards for, 239; state requirements and, 239; supervision and, 239
Mediator training, practical model of (study): components of practical training and, 242–243; conclusions, 254; data collection and, 246; discussion, 250–254; findings, 246–250; goals of practicum program and, 242; hypotheses, 243, 250, 252; interviews and, 245–246; mediator as reflective and, 240–241, 253–254; mediator empathy and, 252–253; mediator feedback and, 243, 253–254; mediator neutrality skills and, 251–253; mediator performance tools and, 244–246; mediator professionalism and, 239–241, 250, 254; mediator self-assessment/self-awareness and, 240–242, 250–253; mediator suitability and, 242; philosophical approach to mediation and, 242, 250–251; practicum program development and, 241–243; professional knowledge and, 242, 250; purpose, 237; research population and, 244; research questions, 241; skills development and, 242; summary of findings, 237–238
Mediators: awareness of metaphor and, 8–9; empathy and, 252; feedback and, 243, 253; inflated sanctions of mediation and, 49; need for assessment of, 239–240; professionalism of, 239–241, 250, 254; reflective, 240–241, 253–254; self-assessment of, 240–241, 250–253. *See also* Mediator impartiality; Mediator neutrality; Mediator training
Mergers/acquisitions. *See* Conflict management, during organizational acquisition (study); Organizational change
Metaphor: awareness of, 8–9; complex thinking and, 7, 10, 16, 21; complex

thinking and, 7; correspondence mapping and, 11, 15; definition of, 6–7; event structure of, 13; example of seeing, 8; examples of source domains for conceptual, 9–10; figurative language and, 11; generic-level structure and, 12–13; guiding, 5; inference patterns and, 12, 15–16; linguistic analysis of, 8–9; metaphor theory and, 7; multiple, 14–16; structural features of, that guide thinking, 10–14; structure of, 7; target and source domains and, 7–8. *See also* Metaphor, in mediation
Modeling: attention and, 142–143; four processes of, 142–143; motivation and, 143; reproduction and, 143; retention and, 143; three factors of effective, 143–144
Motivation, modeling and, 143
"Murky World of Mediation Ethics: Neutrality, Impartiality, and Conflict of Interest in State Codes of Conduct, The," 165–183
Muslim-Christian violence. *See* Maluku (Indonesia) conflict

N

Narrative mediation: assumptions of, 502; building story incompatible with dominance of conflict and, 511–512; deconstructive conversation in, 512; discourse and, 502–504; discursive shifts and, 512; ethical basis of, 513; goals of, 510, 512; meaning-making and, 513; ongoing relationship and, 511; opening space for discursive positioning and, 512; relations conditions for growth of alternative story and, 510–511; social constructionist perspective and, 502
National Alternative Dispute Resolution Advisory Council (NADRAC), 347–348, 356
National Association for Community Mediation (NAFCM), 72, 74, 78
Natural Resources Leadership Institute (NRLI): goals of, 203–204; origins of, 203. *See also* Natural Resources Leadership Institute theory-of-change model
Natural Resources Leadership Institute theory-of-change model: assumptions, 206; attaining sustainability and, 219–220; awareness and behaviors, 216; basis of, 204; collaborative problem solving and, 211, 217; conflict resolution theory and, 207–208; conflict theory and, 207–208; curriculum delivery and, 212–213, 214–215; curriculum, 211; decision-making processes and, 208; diverse participation and, 212; engagement and, 208; environmental justice and, 209; expanding leadership and, 218–219; five major elements of, 204–220; game theory and, 208; group behaviors and, 207; inputs, 206–210; leadership development and, 203, 206–207, 211, 216; learning environment and, 209; methods, 211–213; micro-, meso-, and macro-level theoretical scale and, 207–208; natural resources and environmental issues and, 208–209, 211, 217–218; outcomes/impacts, 213–220; outputs, 210–213; policy science concepts and, 209; program resources and, 210; relationships and, 216–217; situation, 204, 206; institutions and, 219; and 208–209; systemic change and, 218–220; theoretical bases of, 206–210; theories of complex systems and, 208; theory of andragogy and, 209–210; transfer of learning and, 210, 213. *See also* Natural Resources Leadership Institute (NRLI)
Negotiation, analogical encoding and, 189–190
Neutrality. *See* Mediator neutrality
New institutional theory: external nature of conflict and, 227; homogeneous vs. disparate organizations and, 226; rules of organizational field and, 226
No Child Left Behind Act, 447
Noel, B., "Conflict Resolution in a Non-Western Context: Conversations with Indonesian Scholars and Practitioners," 427–446
Noncoercive classroom management (NCCM), 436–437
NovaForum Electronic Courthouse, 387, 399–400

O

One-text procedure, and dispute resolution, 373
On-line dispute resolution (ODR): advantages of, 334, 366–367; assumptions about, 336, 345–346; as asynchronous process and, 362, 367; business and, 344–345; cases suited for, 359; CCForm and, 335–336; challenges of, 333, 365, 367–368; Claim Room and, 372; ClickNSettle.com and, 335; client "walk-out" and, 361–362; client satisfaction and, 335; communication barriers and, 336; communication methods in, 334; computer literacy and, 367–368; convenience of, 366–367; CyberTribunal and, 344; definition of, 334; distance problems and, 335; expression of emotion in, 360–361; face-to-face presence and, 345; Federal Mediation and Conciliation Service and, 336; forms of, 346, 349–352; growth of, 372; history of, 344; human face of, 337–340, 360–363; human factor in, 360–363; impersonal disputes and, 346; Info-Share and, 336; Justice on Wheels program and, 335; laboratory aspect of, 367; language barriers and, 335–336 maturity of, 372; Mediation Room and, 372; mediator resistance/frustration and, 333–334, 345; nonverbal emotions and, 367; rates of win-win outcomes and, 337; Retail Tenancies Unit and, 336; settlement rates for, 335; SquareTrade.com and, 333, 335–336, 372; standards for, 347–348, 355, 383; technology access and, 336; technology adoption life cycle and, 344; technology growth in, 372; text-based, 346; theories of, 371–372; use of, 335, 345–346. *See also* On-line dispute resolution (ODR), and ADR services; On-line dispute resolution (ODR), in Global South; Online dispute resolution practitioner accreditation: Online dispute resolution practitioners
On-line dispute resolution (ODR), and ADR services: appropriate technologies for, 374–376; appropriateness to dispute, 348; assumptions about, 345–346; benefits of, 373; challenges for, 377–379; complaint system and, 348, 355; conflict transformation paradigm and, 373–374, 378–379; culture and, 379; development phases and, 344; digital divide and, 372; face-to-face presence and, 345; future of, 379–380; Global South and, 371; grassroots stakeholders and, 376–377, 379; hybrid systems of, 375, 379–380; impersonal disputes and, 346; informing participants and, 347–348; innovative social development initiatives and, 375; keys for successful systems for, 374; language and, 379; legal/political context and, 378; mobile telephony and, 375–379, 381; NADRAC code of practice for, 347–348, 355; new architechtonics for, 376–377; obstacles to, 374; ODR in Global North and, 371–374, 378; PC-based systems and, 375–379, 381; peacebuilding and, 373–374, 377, 37, 381; policy/legislation challenges and, 355; policymaking steps and, 355; power dynamics and, 355; practitioner resistance to, 345; practitioner skills/knowledge/ethics and, 348, 353–354, 356; problems with, 372–373; process thinking and, 375; purposes of, 380; related issues and, 381; resistance of old guard to, 378; social discrimination and, 374; systems architecture and, 377; text-based, 346; transporting ODR to the site and, 376
On-line dispute resolution practitioner accreditation: ADR accreditation and, 390–393; ADR services by, 366; advice for, 368; agency accreditation and, 392; analysis of, 387–388; asynchronous communication and, 362–363; asynchronous process and, 362, 367; calculus-based trust and, 364–365; case studies of, 394–400; challenges of, 367–368; characteristics of, 365–366; client anger and, 361–363; client empowerment and, 362; client feedback by, 362; convenience factor and, 366–367; criteria for, 388–390; "walk-out" and, 361–362; deterrence-based trust and, 364–365; ethics for, 402–403; expressing emotion and, 361; Federal Mediation and Conciliation Service (case study),

394–395; ground rules and, 364; Hong Kong International Arbitration Centre (case study), 394, 396; humility and, 363; hurdle/maintenance requirements and, 387–388; identification-based trust and, 364–365; identifying trust issues and, 363; incorporation of, 390; independent accreditation and, 390–391; Mediate.com (case study), 394–395; nonverbal emotions and, 367; NovaForum Electronic Courthouse (case study), 399–400; ODR standards and, 347–348, 355, 383; on-line communication process and, 390; Online Resolution (case study), 397, 399; options for, 390–393; playing "devil's advocate" and, 365; practical skills and, 387–388; practice standards and, 347–348, 355, 383; practitioner knowledge and, 389, 401; practitioner skills and, 389–390, 401–402; reflection by, 362–363, 367; rewards of, 366–367; sample practice standards, 400–403; shuttle diplomacy by, 362; specialist accreditation and, 391–392; Square Trade (case study), 396–398; standards for, 387; trust building/repairing and, 363–365

Online Resolution, 387, 397, 399

Open space technology, self-directed learning and, 60–61

Operating metaphor: defined, 5; examples of, 6; mediator training and, 6; studies on, 5. *See also* Conceptual metaphor, in mediation

Organizational change: human factors in, 318 mergers/acquisitions and, 317–318. *See also* Conflict management, during organizational acquisition (study); Organizational change

Organizational theory. *See* New institutional theory

Organizations: homogeneous vs. disparate nature of, 226; sacred vs. secular and, 227. *See also* New institutional theory; Organizational change; Religious organizations; Religious sector

P

Peacebuilding: in Afghanistan (case example), 65; appreciative inquiry and, 53; in China (case example), 67; conflict resolution systems framework and, 62–63; dimensions of violence and, 55, 68; flexible approach and, 53–54, 68–69; in Guatemala (case example), 64; international development and, 54–55; in Nepal (case example), 66–67; in South Africa (case example), 65–66; transcendent discourse and, 422. *See also* Interfaith Peacebuilding Institute, in Maluku, Indonesia; Peacemaking; Women's Leadership Program

Peacemaking: ODR in Global South and, 373; ODR systems for, 373–374. *See also* Peacebuilding

Peer mediation: adolescent egocentrism and, 449–450; character education and, 450–451; CRE and, 438–439; models for, 451; perspective taking/empathy and, 449–450; simplicity of process of, 451; teacher modeling of respect and, 451. *See also* Peer mediation, school-based program (study)

Peer mediation, school-based program (study): adolescent egocentrism and, 449–450; conflict in home and, 456–458; conflict resolution strategy preference and, 457–458; discussion, 457–458; first-year findings, 455–457; mediator influence and, 455; Mediator Mentors program and, 450–455, 458; multicultural considerations and, 451; No Child Left Behind Act and, 447; parent education and, 458; perspective taking/empathy and, 449–450, 455–456; positive impact of, 458; pre-implementation considerations and, 448–449; program development and, 452–455; program development team and, 449; purpose of, 448; research questions, 449, 451–452; school climate-improvement process and, 447–448; state standards and, 452–453; student mediator nomination and, 452–454; theory/practice considerations and, 449–452; training and, 454; variables and, 449; violence and, 457–458

Peer mediation programs: disputant learning and, 141–142; studies on success of, 137; training assessment and, 136–137.

See also Peer mediator modeling and disputant learning (study)
Peer mediator modeling and disputant learning (study): conflict resolution attitudes modeled/learned and, 149, 151–152; conflict resolution knowledge modeled/learned and, 148–149, 151; conflict resolution skills modeled/learned and, 149–151, 152–155; definition of terms, 144; disputant behavior and, 154–155; factors affecting modeling/learning and, 156–159; findings, 147–155; implications, 158–162; instruments, 146; mediation case data, 146; modeling effectiveness and, 143–144; modeling processes and, 142–143; modeling theory and, 142–144, 161; moderating variables, 155–159; participants, 145–146; participating schools, 145–147; peer mediation program effectiveness and, 159–160; peer mediator effectiveness and, 160; procedure, 146–147; program institutionalization and, 155; research background and, 144; research methodology, 145; research questions, 142, 148, 151; school safety and, 161; study limitations, 147; theoretical implications of, 161; transfer of knowledge and, 160. *See also* Peer mediation programs
Perspective taking, 449–450
Police, response to conflict: community dispute resolution centers and, 90; concerns of neutrality and, 88; referral of calls and, 90; systematic analysis of, 89–90; time and cost of, 88; underlying issues of conflict and, 88, 90. *See also* Community mediation, and police calls for service (study)
Poltras, J., "A Reflection on Unintended Consequence of Workplace Mediation," 43–51
Positioning theory: conflict and, 507–508; contradiction/discontinuity and, 506–507; discursive positioning and, 506–507, 512; dominant discourses and, 507; mediation and, 506–507; mediation and, 506; relational positioning and, 505–506; social constraint and, 506; subjective positioning and, 505
Power: disciplinary, 504; discourse and, 502; material, 62; mediation and, 47, 504–505; social constructionism and, 504–505; social control and, 504; social, 62; symbolic, 62
Power critique, of alternative dispute resolution, 281–283
Power imbalances: court system and, 290; disenfranchisement of weak disputants and, 282–283; domestic violence disputes and, 286; mediator neutrality and, 282–283; relational/contextual factors in, 286; transformative mediation and, 282
Professionalism, of mediators, 239–241, 251, 254
Public Dialogue Consortium, 412

Q

"Qualitative Analysis of the Effectiveness of Community Mediation in Decreasing Repeat Police Calls for Service, A," 87–98

R

Raines, S. S., "The Human Face of On-line Dispute Resolution," 333–342; "Mediating in Your Pajamas: The Benefits and Challenges for ODR Practitioners," 359–369
Reader Response: "A Response to Gaynier's 'Transformative Mediation: In Search of a Theory of Practice,'" 123–127
"Reconciliation Through Integration? An Examination of South Africa's Reconciliation Process in Racially Integration High Schools," 25–41
"Reflection on Unintended Consequence of Workplace Mediation, A," 43–51
Reflective practitioner, 133
Reflective thinking, of mediators, 240–241;
Relationship dialectics, 489
Religious organizations: bearing witness and, 230–231; centrality of values and, 227; community model of, 227–228; conflict in, 227–232; congregational models and, 227; family model of, 227; house-of-worship model of, 228 institutionalization of, 226 leader congregation model of, 228; moments of silence and, 229–230; organizational culture of, 226–227; polity and organizational

structure in, 226–227; relationships and, 231; rituals and, 229–230; sacred vs. secular organizations and, 227; values/beliefs and, 228–229. *See also* Conflict resolution training, in religious sector
Religious sector. *See* Religious organizations
Reproduction, modeling and, 143
Research Matters: "A Qualitative Analysis of the Effectiveness of Community Mediation in Decreasing Repeat Police Calls for Service," 87–98; "Response to Gaynier's 'Transformative Mediation: In Search of a Theory of Practice,' A," 123–127
Retention, modeling and, 143
Reverse jigsaw model, 198

S

School-based mediation. *See* Peer mediation; Peer mediation, school-based program
Segal, P., "Beyond Basic Training: A Model for Developing Mediator Competence," 237–257
Self-assessment, of mediators, 240–241, 250–253
Self-directed learning: adult learning theory and, 132; open space technology and, 60–61
"Separation, Domestic Violence, and Divorce Mediation," 461–485
Separation assaults, 462–463
Service learning, mediation and, 454–457
Seven-phase model of conflict: bolstering and, 493; certainty-uncertainty dialectic and, 495; conventionality-uniqueness dialectic and, 494; frame of irony and, 491; inclusion-exclusion dialectic and, 496; inclusion-seclusion dialectic and, 493; phase 1: objectification, 491–492; phase 2: personification, 492; phase 3: magnification, 493; phase 4: glorification, 493–494; phase 5: reification, 494–495; phase 6: signification, 495; justification, 495–496; power dynamics and, 495; relationship dialectics and, 492–496; revelation-concealment dialectic and, 494; spiral of silence and, 491–492; vindication and, 491; win-lose framework and, 496
"Seven-Phase Model of Conflict: Practical Applications for Conflict Mediators and Leaders," 487–499
Shoemake, A. T., "Conflict Resolution in a Non-Western Context: Conversations with Indonesian Scholars and Practitioners," 427–446
Smith, T. H., "Using Disputants' Metaphors in Mediation," 5–23
Smutko, L. S., "Linking Theory to Practice: A Theory of Change Model of the Natural Resources Leadership Institute," 203–223
Social constructionism: cultural bias of language and, 502; discourse and, 502–504; mediation and, 504–505; positioning theory and, 504–507; power relations and, 502, 504–505
Social power, 62
South Africa's reconciliation process, and racial integration (study): background, 26–28; educational and social change and, 39–41; integration and, 28, 35–36, 39–40; integration scenario 1: internal segregation, 31–33; integration scenario 2: color-blind multiculturalism, 33–36; integration scenario 3: denial, 36–37; integration scenario 4: involuntary exclusion, 37–38; Model C schools and, 28, 31, 33, 35, 39–40; multiculturalism and, 33–34, 36, 39; observations/findings, 30–38; post-Apartheid education and, 27–28; racism and, 37–39; the researchers, 30; reconciliation and, 26–27, 39, 41; research methods, 28–30; research question, 26; sample, 25, 28–30; segregation and, 28, 32–33, 40; Truth and Reconciliation Commission and, 26; use/definition of terms and, 27–28
Special Report: "The Knowledge Gaps Study: Unfinished Work, Open Questions," 99–122
Spiral of silence, 490
Square Trade, 387, 396–398
SquareTrade.com, 333, 335
Standards, for ADR practice, 347–348, 355, 383. *See also* Accreditation
Standards. *See* Mediator codes of conduct; Mediation codes of conduct, comparison of (study)

"Strengthening Women's Contributions to Sustainable Peace: The Benefits of Flexibility," 53–70
Stuckless, N., "Separation, Domestic Violence, and Divorce Mediation," 461–485
Symbolic power, 62
Syme, D., "Keeping Pace: On-line Technology and ADR Services," 343–357

T

"Taking the Footing of a Neutral Mediator," 301–315
Technology: accommodating the new and, 343–344; phases of development and, 344. *See also* On-line dispute resolution (ODR)
Technology adoption life cycle, 344
Thelk, A. D., "Seven-Phase Model of Conflict: Practical Applications for Conflict Mediators and Leaders," 487–499
Theory Centers, 99–100
Theory/research: antipathy to, 131; personal influences of, 131; practice and, 130. *See also* Collaborative problem-solving training, and theory/research (study)
Three Pillar Model of Conflict, 490–491
Tian, X., "Strengthening Women's Contributions to Sustainable Peace: The Benefits of Flexibility," 53–70
Tihanyi, K. Z., "Reconciliation Through Integration? An Examination of South Africa's Reconciliation Process in Racially Integration High Schools," 25–41
Training assessment: certification and, 133; challenges to, 134; individual differences and, 134; Kirkpatrick's levels of assessment and, 135; peer mediation programs and, 136–137; standards and, 134–135
Training/development: adult learning theory and, 132–133; assessment of, 133–134; goals of, 135; guidelines for, 132–133; impact on learners of, 136; peer mediation programs and, 136–137; theory/research and, 130–131. *See also* Collaborative problem-solving training, and theory/research (study); Conflict resolution training, in religious sector; Mediator training; Mediator training, practical model of (study); Training assessment
Transfer of learning, theory-of-change model and, 210
Transformational learning, adult learning theory and, 132
Transformative mediation: disputant empowerment and, 282; Gestalt therapy and, 123–124; mediator bias and, 126; moral imperative and, 123–124; REDRESS study and, 125; research base for, 125; training methodology and, 125–126; value-based approach and, 123–124
"Transforming Landscapes: Forging New ODR Systems with a Human Face," 371–382
Transparency, of information, 160, 198–199
Trobaugh, S. S., "Seven-Phase Model of Conflict: Practical Applications for Conflict Mediators and Leaders," 487–499
Trust: calculus-based, 364–365; identification-based, 364–365; ODR practitioners and, 363–365
Tyler, M. C., "Accreditation of On-line Dispute Resolution Practitioners," 383–404; "The Human Face of On-line Dispute Resolution," 333–342

U

Unintended consequences, of mediation. *See* Inflated sanctions, of mediation
"Unlocking the Learning Potential in Peer Mediation: An Evaluation of Peer Mediator Modeling and Disputant Learning," 141–164
"Using Disputants' Metaphors in Mediation," 5–23

V

Violence: cultural, 55, 68; direct, 55, 68; structural, 55, 68. *See also* Domestic violence; Male partner violence; Peacebuilding; Violence, against women
Violence, against women: community action against, 63–64; economic security and, 62; global security and, 55; in South Africa (case example), 65–66. *See also* Conjugal separation, and violence against

women; Domestic violence; Domestic violence, and divorce mediation (study); Male partner violence

W

Webb, H. W., "Managing Conflict During an Organizational Acquisition," 317–331
"What Theory? How Collaborative Problem-Solving Trainers Use Theory and Research in Training and Teaching," 259–276
Wight, L., "Separation, Domestic Violence, and Divorce Mediation," 461–485
Winslade, J. M., "Mediation with a Focus on Discursive Positioning," 501–515
Women: in The Gambia, West Africa, mediation project, 286–287. *See also* Domestic violence; Violence, against women; Women, as leaders; Women's Leadership Program
Women, as leaders: in Afghanistan (case example), 65; in China (case example), 67; Convention on the Elimination of all Forms of Discrimination Against Women and, 55; empowerment and, 62; in nongovernment organizations, 55; in South Africa (case example), 65–66; United Nations human rights agreements and, 55
Women's Leadership Program: accountability and, 61; Advanced Training of Trainers workshops and, 57; appreciative approaches and, 57, 59–60; Bill and Melinda Gates Foundation and, 57; capacity-building approaches and, 57–58; conceptual framework and, 62–64; conflict resolution systems framework and, 62–63; donor funding and, 57; empowerment and, 62; evaluation and, 61–62; experiential learning and, 57, 60; flexible approach and, 57, 59–60, 68–69; global health and, 56; global violence and, 56; goals of, 56; grassroots capacity building and, 58–59; leadership as collective action/individual growth and, 61; lessons learned in, 67–68; mentoring and, 58–59; nongovernment organizations and, 68; origins of, 56; participant feedback on, 60; peace building in Afghanistan (case example), 65; peacebuilding in China (case example), 67; peacebuilding in Guatemala (case example), 64; peacebuilding in Nepal (case example), peacebuilding in South Africa (case example), 65–66; peacebuilding leadership initiatives and, 64–67; redesign of goals and language, 59–60; self-directed learning and, 60–61; training and, 57
Worldview: conflict and, 487–488; frame of irony and, 488–490; organizations and, 488; relationship dialectics and, 488–489; spiral of silence and, 490